

Managing difficulties of learning Technical English

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Abstract: *The difficulties of learning Technical English. The particularities presented in the pedagogical process. Expectations of students in this type of scientific area. Special Grammar Issues*

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1. Introduction

English learning skills are essential to professional communication when it comes to a more specific language especially in an international environment. English for a specific purpose is an essential component for students who work in a more technical environment and face some difficulties in managing new language skills with their background English as a second language. This article has as main objective to enunciate the main difficulties of Technical English.

2. Main Question

Often, we hear that English is an easy language to learn. After all, millions of people around the world speak it and is a *Lingua Franca*.

What about the specifications and challenges of a more technical aspect?

The major difference between teaching General English and Technical English relies on learners' expectations. The two main questions I hear is "What are we going to learn?" and "Are we going to learn grammar as well?" Here is an insight of my experience as an English teacher as a second language [1].

First thing is that English is not easy. It's easier than most of the common languages, yes, but nevertheless learners face some challenges, and it all comes to one simple aspect of the language: Grammar.

3. Technical English

Let's explain what "Technical English" is. The term of Technical English describes a common language that is suitable in a number of a more technical professions such as scientists, engineers, technicians and information technology. So, if someone already speaks English as a second language (or even as a mother language) what are the challenges that are upon this more technical aspect?

The major difference between the teaching of General English and that of

Technical English is the choice of contexts for listening and reading texts and in the choice of grammar and vocabulary exercises [2].

So, if Technical English courses are designed based on learners' needs teachers expect that it generates high motivation. But using a targeted lexis is not enough to motivate them and they still need the enjoyment, fun, creativity, and a sense of achievement [3].

What are the challenges that both teachers and learners face when it comes to English for a specific purpose?

On one side learners who have already some kind of background in the specific language and are more proficient are more motivated. On the other side there are learners with low General English proficiency that make them less participative such as reading or engaging in other class activities [4].

How do course materials, course content and teaching method affect students' motivation when it comes to grammar?

Students know that specialized technical vocabulary is crucial for their future work. Oral communication is also a priority, followed by other core competencies such as reading, listening and some other kind of problem solving. On a lower priority there is a more technical aspect of the language: grammar [5].

Is it grammar necessary when teaching technical English?

If we look at Technical English as a mean to communicate in a global world where new words are created every day, yes, but

my experience showed me that the traditional method used on teaching General English is not the way to go.

From a curricular point of view learning technical topics is highly expected since they provide the best way for introducing technical vocabulary however, if it what matters is to communicate one might say that the rigorous aspect of the language, grammar, is not that important [6].

But what if we need to write an essay, a letter, or to present a project?

Then we must say that grammar is the glue of loose words and makes communication effective. After all, we need a whole sentence with subject, verb and object to make ourselves understand.

4. Conclusion

It is expected that learners who spend more time in an English-speaking environment show more importance to the communicative skills of speaking and writing as well as fluency in business situations. They view the practical relevance of learning specific language along with grammar as being more important, perhaps because they have already faced some weaknesses in these areas.

Studies showed that even if there are difficulties in writing and grammar may not impede communication in the short term but there will come a time learners recognize that improving these skills can be highly advantageous to improving communication efficiency over the long term.

And providing the right methods for students to learn and incorporate grammar in their Technical English course is a

challenge for all Technical English teachers.

5. Bibliography

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